

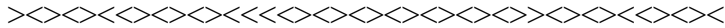
ENEWS - A Monthly Forum for Sharing and Interchange

Source: UCLA SCHOOL MENTAL HEALTH PROJECT/  
CENTER FOR MENTAL HEALTH IN SCHOOLS

May, 2000 -(Vol. 4, #8)

WHAT IS ENEWS? (for those who don't know)

This forum is another link for those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.



FEEL FREE TO FORWARD THIS TO ANYONE.



WHAT'S HERE THIS MONTH

**\*\*Emerging Issue**

Expanding the Framework for School Accountability to Account for Addressing Barriers to Learning

**\*\*News from around the Country**

**\*\*Recent Publications Relevant to**

- >Children's Mental & Physical Health
- >Delinquency, Violence, and Substance Abuse Prevention
- >Family & Community

**\*\*Upcoming Initiatives, Conferences, Workshops**

**\*\*Calls for Grant Proposals/Papers**

**\*\*Helpful Resources**

**\*\*Training & Job Opportunities (including fellowships and scholarships)**

**\*\*Requests/Comments/Questions from the Field**

**\*\*News From Our Center and Our Sister Center**

\*\*\*\*\*

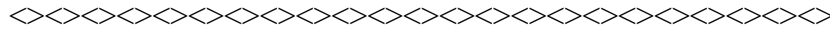
To post messages to ENEWS, E-mail them to: [smhp@ucla.edu](mailto:smhp@ucla.edu)

If you were sent ENEWS indirectly, you can be added to our list at no charge by sending an E-mail request to:

listserv@listserv.ucla.edu

leave the subject line blank, and in the body of the message  
type: subscribe mentalhealth-L

To remove your name from the mailing list type:  
unsubscribe mentalhealth-L



\*\*\*EMERGING ISSUE\*\*\*

### Expanding the Framework for School Accountability to Account for Addressing Barriers to Learning

Everyone involved in school reform knows that achievement tests are the driving accountability measure. Few would argue with the notion that ultimately school reform must be judged in terms of whether the academic performance of students improves significantly (approaching "high standards"). Increasingly, however, concern is being raised that programs designed to achieve high standards for learning related to social and personal functioning are being given short shrift. This is seen as happening because measures of social learning and behavior, character/values, civility, healthy and safe behavior, etc. are not part of the accountability framework. Advocates for these key aspects of youth development want such measures added as a major facet of school accountability.

FURTHERMORE, those involved in school programs/services designed to address barriers to student learning point out that the prevailing accountability framework doesn't pay meaningful attention to what schools are doing in this arena. They stress that, in many schools, major academic improvements are unlikely until comprehensive and multifaceted programs/services to address barriers are developed and pursued effectively. From this perspective, "getting from here to there" in improving academic performance requires expanding the accountability framework to include high standards and related accountability for activity to enable learning and development by addressing barriers. Among the accountability indicators ("benchmarks") for such programs are increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child and schooling, fewer referrals for specialized assistance, fewer referrals for special education, and

fewer pregnancies, suspension, and dropouts.

Is it time to expand the framework for school accountability?  
If so, how can this be done?

You can post your response directly on our website INTERACT  
page for others to read and respond to or you can send it to:

E-mail: [smhp@ucla.edu](mailto:smhp@ucla.edu)

Phone: (310) 825-3634

Write: Center for Mental Health in Schools,  
Department of Psychology, UCLA

Los Angeles, CA 90095-1563

#####

I am interested in attempts to develop the notion of a community system of services, mutually interdependent, seeking to locate, evaluate, and serve the interests of families and children in trouble. The concepts of accountability and responsibility provide the motive power for some sacrifice of traditional prerogatives in the face of community objectives.

-Eleanor Roosevelt

#####

\*\*\*NEWS FROM AROUND THE COUNTRY\*\*\*

>>Clinton's Community Grants to Prevent Violence<<

President Clinton recently announced more than \$41 million in grants to 23 communities to make schools safer, to foster children's healthy development, and to prevent children's violent behavior as part of the Safe Schools/Health Students Initiative (SS/HS).

<http://www.ed.gov/offices/OESE/SDFS>

>>CDC Federal Resources on School Violence<<

CDC recently released "Inventory of Federal Activities Addressing Violence in Schools," a listing of more than 100 projects involving 10 federal departments.

<http://www.cdc.gov/nccdphp/dash>

>>Action Guide for Safeguarding America's Children<<

Secretary Riley and Attorney General Reno recently issued a guide to help communities prevent school violence. "Safeguarding Our Children: An Action Guide" emphasizes the importance of every child being known well by at least one adult. It seeks a balance between responding to a child's early warning signs and being

harmful by labeling or over-reacting. The document can be downloaded from the internet.

See: <http://www.ed.gov/PressReleases/04-2000/0428.html>

>>Why Children on Welfare Miss School<<

According to an analysis of school absenteeism by Abt Associates, kids from welfare families do miss more school, but usually because they are in poorer health than their peers, not because of parental indifference.

<http://www.abtassoc.com/newsroom/press-releases/pr-welfare-school.html>

>>Education Statistics<<

The Digest of Education Statistics (1999 edition) was released in April on the web (PDF). Topics include: finances and federal funds for education.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000031>

>>Treatment for Depressed Child: Treat Mom, Too<<

Screening and treating mothers for depression when they bring their depressed children in for treatment could speed recovery all around, says a new Columbia University study.

<http://www.healthscout.com/cgi-bin/WebObjects/Af?ap=19&id=93411>

>>School Health Finance Project Database<<

Several new funding sources were added to this database, including support for TAAG (Trial of Activity for Adolescent Girls), an intervention to prevent decline in physical activity in adolescent girls.

<http://www2.cdc.gov/nccdphp/shfp/index.asp>

>>Statistics Show Decline in Child Abuse and Neglect<<

HHS Secretary Donna E. Shalala reported that 1998 national child abuse and neglect rates declined to just over 900,000 children. The rate of maltreatment victimization also declined to 12.9 per 1,000 children, the lowest in 10 years.

<http://www.acf.dhhs.gov> and <http://www.calib.com/nccanch/prevmnth/index.htm>

>>CASEL's News and Events Listserv<<

The Collaborative to Advance Social and Emotional Learning's (CASEL) new listserv provides updates on issues surrounding school-based prevention programs, particularly current legislation.

To sign up, email: [jmatja1@UIC.EDU](mailto:jmatja1@UIC.EDU)

=====  
Overheard in Conference Work Session: "WIIFM" (pronounced wiffem)  
Translation: "What's In It For Me"

=====

^^^^^^RECENT PUBLICATIONS^^^^^^

\*CHILDREN'S MENTAL & PHYSICAL HEALTH<=<=<=<

>>Social Emotional Learning<<

"Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence" edited by J. Cohen (1999), Teachers College Press. Presents a range of ways to implement effective social and emotional education programs for middle school students. Also see: "Conflict Resolution Education and Social Emotional Learning Programs: A Critical Comparison of School-Based Efforts" by Cohen, Compton, & Diekmann (2000), The Fourth "R", Vol. 90, 1-6. & "The first "R": Reflective Capacities (1999), Educational Leadership, Vol. 57, 70-75.

>> "A Community Counts: How Youth Organizations Matter for Youth Development." By M.W. McLaughlin, Public Education Network. Based on a 12-year study, reports that youth who participated in after-school programs are more likely than their peers to be successful in academics, employment, parenting, and self-esteem. <http://www.PublicEducation.org>; 202/628-7460

>>"Empirically supported interventions and school psychology: Rationale and methodological issues Pt. I" by K.C. Stoiber & T.R. Kratochwill (2000). School Psychology Quarterly, 15, 75-105. With the growing interest in this topic, this journal is adding a new standing section to cover it. This first of a 2 part article provides an overview of the historical, contextual, and methodological perspectives on the use of empirically supported interventions in school and community contexts.

\*DELINQUENCY, VIOLENCE, AND SUBSTANCE ABUSE PREVENTION<=<=<=<

>>"Promoting Resilience: Helping Young Children and Parents Affected by Substance Abuse, Domestic Violence, and Depression in the Context of Welfare Reform" By the National Center for Children in Poverty. Addresses the challenge of creating programs and policies for those who experience domestic violence, alcohol, drugs, and serious mental health issues, including depression, and who are parents of young children. [nccp@columbia.edu](mailto:nccp@columbia.edu); 212/304-7100

>>"Creating Responsive Schools: Contextualizing Early Warning, Timely Response" . By K.P. Dwyer, D. Osher, & C.C. Hoffman (2000). In: Exceptional Children, Vol. 66, No. 3, 347-365. Discusses how schools can prevent violence by providing a supportive school-wide climate and responding early to at-risk students' academic and behavior problems.

>>"The Federal Grants Manual for Youth Programs: A Guide to Youth Risk Behavior Prevention Funding". By Institute for Youth Development. Directs individuals to federal funding and research on problems facing children in their community: alcohol, drugs, sex, tobacco, and school violence.  
<http://www.youthdevelopment.org>; 703/471-8750

#### \*FAMILY & COMMUNITY<=<=<=<

>>"Champions of Change: The Impact of Arts on Learning"-- by the Arts Education Partnership. Provides new evidence of enhanced learning and achievement when students are involved in a variety of arts experiences. See: <http://aep-arts.org/>

>>"Gaining Ground" -- The newsletter of CCSSO's Project to Improve Achievement in High Poverty Schools. The March 2000 issue includes articles on: "Disproportion of Special Education Among High Poverty Middle Schools" and "Combining Resources to Help Leverage Student Achievement in High Poverty Schools".

>>"Resident Experts: Supporting Neighborhood Organizations and Individuals in Collecting and Using Information". By V.Kot & C. Bruner. A resource for neighborhood reformers, it describes the avenues to explore when a local problem needs to be addressed.  
<http://www.cfpciowa.org>; 515/280-9027

>>"Facing the Consequences: An Examination of Racial Discrimination in U.S. Public Schools" By the Applied Research Center. Using 10 key indicators of racial justice to examine 12 U.S. cities, this report gives the U.S. public school system a failing grade on racial equity.  
<http://www.arc.org>; 510/653-3415

>>"Mentor Program Handbook" By S.D. Hammond. A handbook to help school staff and community volunteers build relationships with students needing special attention or special instruction.  
<http://www.wicclearinghouse.com>; 800/322-1468

#####

At an Optometrist's Office:

"If you don't see what you're looking for,  
you've come to the right place."

#####

^^^UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS^^^

>>Developing Meaningful University and Community Partnerships  
Through Collaboration May 23-25, 2000; Chicago, IL. Theme:  
Providing Skills to Bridge-Building Leaders.  
Contact: 312/355-1087; Ntaylor@uic.edu

>>National Mental Health Consumer's Self-Help Clearinghouse,  
Summit 2000 June 6, 2000; Washington, DC.  
Contact: 800/553-4539 x297

>>Community Action School June 8-11, 2000; University of  
Maryland, College Park. A national training for community leaders,  
union activists, grassroots organizers, youth workers, candidates for  
public office, members of community organizations, and student  
activists. Contact: 301/405-8564 or [www.academy.umd.edu/training/cas](http://www.academy.umd.edu/training/cas)

>>Youth at Risk: School and Community Interventions  
June 12-23, 2000; University of Alaska Fairbanks, AK. Two week  
course for psychologists, educators, and human services professionals.  
Contact: [http://www.uaf.edu/summer/docs/ed\\_youth\\_at\\_risk.html](http://www.uaf.edu/summer/docs/ed_youth_at_risk.html)

>>Community Research Network Conference June 16-18, 2000;  
Atlanta, GA. Theme: Common Problems, Uncommon Resources:  
Exploring the Social and Economic Challenges to Community-Based  
Research. Contact: 413/559-5860; [http://www.Loka.org/conf\\_2000.htm](http://www.Loka.org/conf_2000.htm)

>>American Association of Colleges for Teacher Education (AACTE)  
Conference June 21-24, 2000; New Orleans, LA. Theme: Risk,  
Responsiveness, and Resiliency: Balancing Higher Education and  
PK-12 Capacity to Meet the Needs of Children.  
Contact: <http://www.aacte.org/riskconf.html>

>>Social Marketing Conference, June 23, 2000; City University of  
New York, NY. Theme: Social Marketing Tools for Tackling Today's  
Public Health Challenges.  
Contact: Denard Goldman at 718/960-8673; [socmktg1@lehman.cuny.edu](mailto:socmktg1@lehman.cuny.edu)

>>Annual Meeting of the National Assembly on School-Based Health Care June 25-27; Dearborn, MI. Theme: Fulfilling Prevention's Promise. Contact: 202/638-5872 x204; mambrose@nasbhc.org

>>Workshop: Building the Brainware: Social and Emotional Intelligence and its Role in Academic Success and Violence Prevention July 7; Rutgers University, NJ. Presents CASEL leadership team members Maurice Elias, Brian Friedlander, & Steven Tobias. Contact: crino@rci.rutgers.edu

>>Instructional Consultation Summer Training Institute July 10-13, 2000; University of Maryland, MD. For school professionals and school districts interested in IC-Teams and gaining competence in IC. Contact: 800/711-8627.

>>Summer Leadership Institute 2000 July 16-21, 2000; Clemson University, Clemson, SC. Theme: Effective Program Management: Techniques and Policy Development. Contact: 864/656-2599; ndpc@clemson.edu

>>Social Emotional Learning Summer Institute July 17-21, 2000; Columbia University, NY. Theme: The Foundation for Character Development and Academic Achievement- K through High School-Core Principles and Practices. Contact: 212/570-1075; <http://www.tc.columbia.edu/academic/psel>

>>School of the 21st Century Annual Conference July 18-21, 2000; Yale University, New Haven, CT. Offers networking, speakers, workshops, and site visits for educators and providers involved with school-based, school-linked child care and family support programs. Special Focus: family involvement, literacy, violence prevention, and funding. Contact: 203/432-9944; Valerie.Vergato@yale.edu; <http://www.yale.edu/21C>

>>National Dropout Prevention Network Conference October 1-4, 2000; Baltimore, MD. Theme: Turning the Tide in the Next Millenium. Contact: <http://www.dropoutprevention.org>

>>Mental Health Care for Hispanics: Challenges in the New Millenium November 11-13,2000; Santa Fe, NM. Sponsored by the American Society of Hispanic Psychiatry and the Department of Psychiatry, University of New Mexico. Contact: 213/538-0225.

>>2001 Positive Psychology Summer Institute and Research Awards August, 2001; Northern California. Graduate students and post-docs

encouraged to apply for all-expenses paid institute plus pilot research grant. Contact: griffing@cattell.psych.upenn.edu;  
<http://psych.upenn.edu/seligman/ppsmrinfo.htm>  
Deadline for applications: June 16, 2000.

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR WEBSITE AT: <http://smhp.psych.ucla.edu>

(Go to "Contents" then click on "Upcoming Events of Interest".)

#####

When we talk about the warning signs of individuals who are both victims and perpetrators themselves, I'm afraid it diverts us from talking about the warning signs of an entire social climate where bullying, intolerance, and violence are the acceptable norms of our society.

-Linda Lantieri

#####

^^^CALLS FOR GRANT PROPOSALS/PAPERS

\*\*Grants

>>Effective Alternative Strategies: Grant Competition to Reduce Student Suspensions and Expulsions and Ensure Educational Progress of Students who are Suspended or Expelled.  
<http://ocfo.ed.gov/fedreg/grantann/q200/040600h.txt>  
Deadline: May 22, 2000.

>>Elementary School Counseling Demonstration Program. Assists local educational agencies to establish or expend elementary school counseling programs. Contact Loretta Riggans:202/260-2661; [loretta\\_riggans@ed.gov](mailto:loretta_riggans@ed.gov) <http://www.ed.gov/offices/OESE/SDFS>.  
Deadline: June 9, 2000.

>>Reform Capacity Building Grants. Supports nationally significant programs to improve the quality of education, assist all students to meet challenging State content standards, and contribute to the achievement of the National Education Goals.  
<http://ocfo.ed.gov/fedreg/grantann/q200/041400a.txt>  
Deadline: June 9, 2000.

>>A.L. Mailman Family Foundation. Grants to support projects that improve the policies, practices, and systems that affect children and

families. <http://alerts.sciencewise.com/swalert/fnd/opp/almf03319801a.htm>  
Deadline: June 15, 2000 and January 15, 2000.

>> From the Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS):

\*Cooperative Agreements for Comprehensive Community Actions to Promote Youth Violence Prevention, Suicide Prevention and Resilience Enhancement. Provides two-year cooperative agreements for community organizations to promote prevention of youth violence and suicide and to enhance health youth development.

Fund #: 1564, SM00-005. Contact: 800/789-2647 Deadline: May 23, 2000.

\*Community Youth Mental Health Promotion and Violence/Substance Abuse Prevention Partnership Grants. For state and local governmental organizations to promote mental health and prevent violence and substance abuse among youth. Funding available for either of two types of grants: a two-year grant for developing new coalitions with community service organizations; and a three-year award for existing coalitions to develop resources to support program implementation and evaluation. GFA #: SM 00-004.

For applications: <http://www.samhsa.gov>; 800/729-6686 or 301/443-7713.  
Deadline: July 12, 2000.

\*\*Presentations/papers

>>Presentation abstracts sought: Kansas Conference in Clinical Child Psychology October 12-14, 2000; Lawrence, KS. Variety of topics in child and family mental health.  
<http://www.kuce.org/app/ccp/index.html> Deadline: June 16, 2000

>>Articles sought for special issue of Developmental Psychology on the topic of Violent Children: Bridging Development, Prevention, and Policy. Articles should focus on (1) how violent behaviors develop, (2) evaluation of public policies, or (3) evaluation of experiments in prevention or treatment. Contact Gregory S. Pettit or Kenneth A. Dodge: [gpettit@auburn.edu](mailto:gpettit@auburn.edu), [kenneth.dodge@duke.edu](mailto:kenneth.dodge@duke.edu)  
Deadline: October 1, 2000.

>>Submissions sought for the Society for the Psychological Study of Social Issues' new electronic journal AASAP" (Analyses of Social Issues and Public Policy). Will be judged in terms of relevance to social problems, social action and policy. Contact Rhoda Unger, Ph.D., Editor: [ASAP@SPSSI.ORG](mailto:ASAP@SPSSI.ORG)

|| : . . . : | : . . . : | : . . . : | : . . . : ||

The Murphy Principle:

There is always a wrong way to do it.

||: . . . : | : . . . : | : . . . : | : . . . : ||

^^^^^^OTHER HELPFUL RESOURCES^^^^^^

**\*\*Mental/Physical Health\*\***

>>Go Ask Alice! <http://www.goaskalice.columbia.edu>  
Health question-and-answer site of Columbia University's Health Education program. Focuses on relationships, sexuality, emotional health, fitness, nutrition.

>>The Child Indicator: Spring Edition  
[http://www.childtrends.org/w\\_welcome.cfm](http://www.childtrends.org/w_welcome.cfm)  
Produced by Child Trends, communicates the major developments within each sector of the child and youth indicators field to the larger community.

>>Healthfinder  
<http://www.healthfinder.gov/>  
The federal gateway to reliable consumer health and human services links and information. Provides information on: physical activity, overweight and obesity, tobacco use, substance abuse, responsible sexual behavior, mental health, injury and violence, immunization, and access to health care. For mental health:  
<http://www.healthfinder.gov/HTMLGen/TxtSrch.cfm?NewText=mental%20health&ShowPG=0>

>>Safe and Healthy Schools  
<http://www.nasbe.org/healthyschools/index.mgi>  
The National Association of State Boards of Education's redesigned and expanded site.

>>Conflict Resolution Education Program [www.takeastand.com](http://www.takeastand.com)  
"Take A Stand" is a complete multimedia curriculum focusing on the conflicts confronted by today's teens, and provides alternatives to violence.

>>Richstone Family Center <http://www.Richstone.com>  
Dedicated to preventing and treating child abuse, strengthening families and promoting non-violent resolution of conflicts in families, schools, and communities.

>>Child Health <http://www.hrsa.gov/childhealth>  
Health Resources and Services Administration (HRSA) website

featuring HRSA programs addressing infant mortality, access to health care, immunization, AIDS.

**\*\*Education\*\***

>>Center for Effective Collaboration and Practice  
[http://cecp.air.org/culsped\\_toc.htm](http://cecp.air.org/culsped_toc.htm)  
Starting May 15, online discussion about the book "A Culture in Special Education: Building Reciprocal Family-Provider Relationships" hosted by the authors Maya Kalyanpur and Beth Harry. See excerpts from chapter 2: <http://cecp.air.org/interact/authoronline/culsped/ch2.htm>

>>Community Schools Online <http://www.communityschools.org/newsletter6.html>  
The Coalition for Community School's online newsletter which focuses on policy issues that affect community schools.

>>National Service Resource Center <http://www.etr.org/NSRC>  
Provides support to volunteer projects through a lending library, distribution of print materials, technical service, reference and referral, and internet support.

**\*\*Funding\*\***

NOTE: Our Center recently developed an aid for those of you who want to go surfing for funds on the internet. See our website: <http://smhp.psych.ucla.edu> and click on What's New and scroll down to "New Materials from our Center" and click on Surfin' for Funds."

>>Major Gifts Report Available  
<http://www.jointogether.org/jtodirect.jtml?U=54612&O=262793>  
A monthly newsletter aimed at providing nonprofits with methods and strategies for obtaining major gifts.

~~~~~  
Santayana's observation:  
Fanaticism consists of redoubling your efforts  
when you have forgotten your aim.  
~~~~~

^^^^^^^TRAINING & JOB OPPORTUNITIES  
(including fellowships and scholarships^^^^^^^)

>>>>Education Consultant<<<<<

The North Carolina Department of Public Instruction is seeking a DPI Education Consultant (Health Education Consultant) beginning July 2, 1000. MA required. Contact: Artie Kamiya: 919/715-1824.

>>>>Research Associate<<<<<

Arizona State University's Program for Prevention Research is seeking a full-time researcher to conduct longitudinal statistical analyses for an intervention study in divorced families. Contact: Sharlene Wolchik, Ph.D., Program for Prevention Research, Arizona State U. P.O. Box 876005, Tempe, AZ 85287-6005. Deadline: May 5, 2000 or the first day of each month until filled.

>>>>Program Directors<<<<<

The Richstone Family Center is seeking Licensed MFT's or Clinical Social Workers to direct the Las Familias and Healthy Young Families Partnership Programs. Contact: Alan S. Lert, Ph.D., Clinical Director, The Richstone Family Center, 13634 Cordary Ave., Hawthorne, CA 90250; 310/970-1921.

>>>>Faculty Positions in Psychology<<<<<

The Department of Psychology, DePaul University has two nontenure-track positions in the clinical psychology program with specialty areas in community and child. Those actively involved in research and service to an ethnically and economically diverse population are encouraged. Contact: Clinical Search Committee, Dept. of Psychology, DePaul University, 2219 North Kenmore, Chicago, IL, 60614. Or email Rod Watts: [rwatts@condor.depaul.edu](mailto:rwatts@condor.depaul.edu)

>>>>Postdoctoral Fellow<<<<<

Brown University seeks fellow for an NIMH-funded T32 Research Training Program in Child and Adolescent Psychiatry. Focus will be ongoing projects involving HIV prevention for high-risk youth. Contact Anthony Spirito or Project PI- Larry K. Brown, MD: [Anthony\\_Spirito@Brown.edu](mailto:Anthony_Spirito@Brown.edu) ; [LKBrown@lifespan.org](mailto:LKBrown@lifespan.org)

#####

\*\*\*REQUESTS/COMMENTS/QUESTIONS\*\*\*

REQUESTS:

>>A master's level counselor recently started working within the mental health component of a School Wellness Center. She would like some feedback regarding the average caseload in such situations.

>>As is widely the case, third party payers are reluctant to compensate for anything except face-to-face contact (e.g., important and often necessary collateral activity such as classroom observation, meeting with teachers, conferences with family, etc.) Information is needed on the degree to which school-based health center providers and others working in schools have found ways to be compensated for work that is collateral to direct services.

COMMENTS:

Commenting on the issue of the use of medication in ADHD treatment...

>>K.W. says: "I have a lot of anecdotal evidence that tells me psychotropic medications are being overused. In one affluent city suburb, a school psychologist tells me that parents are requesting... ADHD diagnoses so their children can take the ACT untimed."

>>E.K. notes an article in the NIDA: "Medications Reduce Incidence of Substance Abuse Among ADHD Patients" by Steven Stoker. Available on the NIDA webpage:  
[www.nida.nih.gov/NIDA\\_Notes/NNVo114N4/ADHD.html](http://www.nida.nih.gov/NIDA_Notes/NNVo114N4/ADHD.html)

>>N.K. states: "I am... uncomfortable with the way ADHD is currently diagnosed... I am currently struggling with the diagnosis and the use of stimulants Are we doing this just because his grades were low due to not following directions? Did the upswing in his grades after he started Ritalin come about because of the Ritalin or because of the wonderful 5th grade teacher that he was blessed with? If it is the Ritalin, does this mean he's doomed to take it for life in order to live up to his potential? It really bothers me that most of the ADHD diagnoses are boys; that I know that education does not do an adequate job in most cases making the lessons relevant and interactive; and that there seems to be only semi-annual follow-up with physicians with kids taking stimulants. Please, if anyone out there has really good, updated answers to all these questions-email!"

~~~~~

\*\*\*NEWS FROM OUR CENTER AND OUR SISTER CENTER\*\*\*

(Support for the two national Centers comes in part from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.)

^^^UPDATES FROM the CENTER for MENTAL HEALTH in SCHOOLS, UCLA:

~~~~~

\*NEW Feature on our website News Item(s) of the Week.  
Go to <http://smhp.psych.ucla.edu> and click on What's New?

\*The report from the regional meetings of the Policy  
Leadership Cadre for Mental Health in Schools was just mailed out  
as well as posted on our web site (<http://smhp.psych.ucla.edu/policy.htm>).

\*Also on the web site, NEW Quick Finds (easy access to information  
on a variety of topics):

- >Rural School Mental Health
- >Classroom Management
- >Bullying
- >At-Risk Youth Education

Go to <http://smhp.psych.ucla.edu/websrch.htm>.

\*Recently updated packets:

- >Violence Prevention and Safe Schools
- >Financial Strategies to Aid in  
Addressing Barriers to Learning;
- >School Interventions to Prevent Youth Suicide

Available by downloading from the web or by order from our Center.

\*We want feedback on our website: go to <http://smhp.psych.ucla.edu>  
and click over to our feedback form.

\*Still not receiving our newsletter? If you are not on our mailing list,  
let us know and we will add your name and send you a hard copy  
of the entire newsletter. Otherwise current and past editions can  
be accessed and downloaded from our web site.

=====

FOR THOSE WITHOUT INTERNET ACCESS,  
ALL RESOURCES ARE AVAILABLE BY CONTACTING THE CENTER.

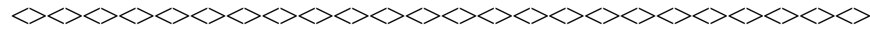
Let Us Hear From You:

Email: [smhp@ucla.edu](mailto:smhp@ucla.edu) Ph: 310/825-3634

Fax: 310/206-8716

Write: Center for Mental Health in Schools, Department of  
Psychology, UCLA Box 951563 Los Angeles, CA 900951563

To post messages to ENEWS, Email them to smhp@ucla.edu.



IS THERE ANYTHING YOU'D LIKE US TO INCLUDE IN THE NEXT ISSUE OF ENEWS or OUR QUARTERLY NEWSLETTER? Let us hear from you!!!

^^^FROM OUR SISTER CENTER

\*\* CSMHA is co-sponsoring the 2nd National Conference on Hispanic/Latino June 2-3, 2000; University of North Texas. Contact CSMHA: 888/706-0980

\*\*CSMHA is co-sponsoring with the International Medical Exchange "Empowerment Through Health: Meeting Africa's Health Care Challenges in the New Millennium" August 9-11, 2000; Baltimore, MD. Contact: CSMHA: 888/706-0980

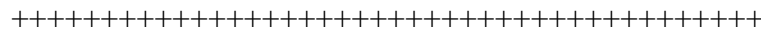
\*\* CSMHA announces the School Nurse Institute Program: Partners in Promoting Healthy Schools, July 31 - August 4, 2000, in Towson, MD. A conference for school nurses, mental health practitioners, and members of school teams. Features nationally-known keynote speakers: Dr. Crystal Arlene Kuykendall, Dr. Leon G. Grangipane, Jr., Ms. Linda C. Wolfe, Dr. Nancy S. Grasmick and a lunch with Senator Paula Hollinger. For brochures, contact Sylvia Huntley at 1-888-706-0980 (toll free); email: shuntley@umpsy.umaryland.edu

\*\* Brochures for the 5th national conference on Advancing School Mental Health Programs are available. Contact the Center for more information or to register.

Center for School Mental Health Assistance  
University of Maryland at Baltimore, Dept. of Psychiatry  
680 West Lexington St., 10th fl., Baltimore, MD 21201  
Ph: 888/706-0980 Email: csmha@umpsy.umaryland.edu  
<http://csmha.umaryland.edu>

THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center.



WHO ARE WE?

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, we have established a Center for Mental Health in Schools. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The Center for Mental Health in Schools at UCLA is one of two national centers funded in October 1995 for five years by the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health. The other center is at the University of Maryland at Baltimore.

Our group at UCLA approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering and disseminating information, materials development, direct assistance, and facilitating networking and exchanges of ideas.

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman, or Linda Taylor at UCLA School Mental Health Project/Center for Mental Health in Schools  
Voice: (310) 825-3634 Fax: (310) 206-8716  
E-mail: smhp@ucla.edu Web Site: <http://smhp.psych.ucla.edu>  
Write: School Mental Health Project/  
Center for Mental Health in Schools  
Dept. of Psychology, UCLA , Box 951563,  
Los Angeles, CA 90095-1563.

---